Professional Development

The school/district provides research-based, results-driven professional development opportunities in literacy for staff and implements performance evaluation procedures in order to improve teaching and learning in literacy.

Literacy PERKS

PROGRAM EFFECTIVENESS REVIEW FOR KENTUCKY SCHOOLS

PROFESSIONAL DEVELOPMENT

PROGRAM EFFECTIVENESS REVIEW FOR KENTUCKY SCHOOLS (PERKS)

Literacy PERKS on the Nine Elements of Comprehensive School wide Literacy Programs

- **Defining Literacy -** Literacy includes, reading, writing, and the creative and analytical acts involved in producing and comprehending text. -- from *Read to Succeed: Kentucky's Literacy Plan*, developed by the Kentucky Literacy Partnership, June 2002

- **Using Literacy PERKS -** Literacy PERKS is designed for use by school, district, and state-level reviewers. While the Nine Elements relate to the Standards in Kentucky's *Standards and Indicators for School Improvement*, the indicators below each Element do not correspond to the SISI indicators. At the school level, the best use of Literacy PERKS occurs when Literacy Team members (see section seven) complete the review and use the results to develop a school wide literacy plan (See section nine).

- **Identifying Data Sources** - For the supporting data cells, consider the following data sources:

DATA SOURCES	DATA SOURCES	DATA SOURCES
I&I Implementation & Impact Check Plans **CI** Curriculum and Instruction Documents **OB** Classroom &/or Laboratory Observation **PO** Supply Requisitions & Purchase Orders **CP** Sch./Dist. Comprehensive Improvement Plan **TI** Textbook and Other Instructional Materials	**INT- PR, T, P, S, C, O -**Principal, Teacher, Parent, Student, Classified Staff, and Other Stakeholder Interview **DPT** - Departmental Meeting Notes, Minutes, Agendas **IEP, 504, ESS, G/T -**Individual Education Programs, 504 Plans, Extended School Service Plans, Gifted and Talented Service Plans **SE** - Student Evaluations of Teachers and Course	**PORT** Portfolio Analysis **CATS** Assessment Results **SW** Student Work **SYL** Course Syllabi **WEB** School Websites **LP** Lesson Plans **PSP** Program Service Plan

- Use the following abbreviations to indicate progress: **SP** (Satisfactory Progress), **IN** (Improvement Needed), **NS** (Not Satisfactory)

- **Connecting to Kentucky Documents** -The Nine Elements of Comprehensive School wide Literacy Programs connect to the Standards in Kentucky's *Standards and Indicators for School Improvement* and to the Conditions for Reading Success in *Read to Succeed: Kentucky's Literacy Plan*.

ESSENTIAL ELEMENTS of Comprehensive Schoolwide Literacy Programs	STANDARDS Standards and Indicators for School Improvement	CONDITIONS FOR READING SUCCESS Read to Succeed: *Kentucky's Literacy Plan*
Aligned Curriculum	**ACADEMIC PERFORMANCE** Standard 1 – Curriculum: The school develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.	Content area reading instruction in all academic areas (#3).
Multiple Assessments	Standard 2 – Classroom Evaluation/Assessment The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.	Early diagnosis and evaluation with appropriate individual intervention for students who struggle with reading at all levels (#2).
Instruction and Targeted Intervention	Standard 3 – Instruction The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.	Engaging instruction in a supportive environment that will motivate students to achieve and to value education (#6).
Literate Environment	**LEARNING ENVIRONMENT** Standard 4 – School Culture: The school/district functions as an effective learning community and supports a climate conducive to performance excellence.	Acknowledgement & ownership by communities of the importance of reading that leads to high literacy attainment as a means to improve quality of life (#4).
School/ Family/Community Partnerships	Standard 5 – Student, Family, and Community Support The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students.	Supportive, participating families that value reading (#1).
Professional Development	Standard 6 – Professional Growth, Development, & Evaluation The school/district provides research-based, results-driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning	Well prepared and supported teachers at all levels who have a deep understanding & knowledge of the latest research & processes needed to teach students to read in all content areas (#7).

ESSENTIAL ELEMENTS of Comprehensive Schoolwide Literacy Programs	STANDARDS Standards and Indicators for School Improvement	CONDITIONS FOR READING SUCCESS Read to Succeed: *Kentucky's Literacy Plan*
Literacy Team	**EFFICIENCY** Standard 7 – Leadership School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.	Leadership and policy direction at all levels that support reading and lead to high literacy attainment for all Kentuckians (#8).
Valuable Resources	Standard 8 – Organizational Structure and Resources The organization of the school/district maximizes use of time, all available space, and other resources to maximize teaching and learning and support high student and staff performance.	Adequate time devoted directly to the teaching of reading (#5).
Literacy Plan	Standard 9 – Comprehensive and Effective Planning The school/district develops, implements, and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction, and action plan focused on teaching and learning.	

Literacy PERKS: Professional Development

SISI Standard 6 – Professional Growth, Development, & Evaluation: The school/district provides research-based, results-driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning. **While** *Professional Development* **relates to SISI Standard 6, the indicators below do not correspond directly to the SISI indicators.**	**Conditions for Reading Success #7:** Well-prepared and supported teachers at all levels who have a deep understanding & knowledge of the latest research & processes needed to teach students to read in all content areas.

PROFESSIONAL DEVELOPMENT Indicators *Provide data that indicate the extent to which . . .*	SCHOOL DATA SOURCES	RESOURCES
6.1 adequate time and financial resources support professional development experiences.		Grants Atkinson Ele. – Summer Institutes MLK – PLCs Russell Co. HS – Shared Vision
6.2 administrators demonstrate instructional leadership by participating in and supporting literacy professional development efforts.		Interviews: Montgomery Co. Atkinson Ele. – Summer Institutes Atkinson Ele. – Data Meetings EJ Hayes – Content Academies MLK – Collaborative Team Mtgs. Russell Co. HS – Shared Vision
6.3 analysis of student work/performance, in relation to state standards, is a key facet of professional development.		Interview: Montgomery Co. EJ Hayes – Content Academies EJ Hayes – Refinement and Sustainability MLK – Collaborative Team Mtgs.

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PROFESSIONAL DEVELOPMENT Indicators *Provide data that indicate the extent to which . . .*	SCHOOL DATA SOURCES	RESOURCES
6.4 the design of the professional staff development experiences is based on data that reflects school-wide and individual needs and relates to the aligned curriculum.		Closing the Achievement Gap Interviews: Montgomery Co. Atkinson Ele. – Demo Sites EJ Hayes – Content Academies
6.5 professional development includes an evaluation component that reflects the KDE PD standards. This component encourages reflection to determine accountability and effectiveness of implementation of literacy practices		Interview: Montgomery Co. KDE Professional Development Standards Organizational Support Atkinson Ele. – Grade Level Meetings Atkinson Ele. – Demo Sites MLK – Collaborative Team Mtgs. MLK – PLCs
6.6 practical application opportunities allow teachers to use professional literature, media, and technology resources to access further knowledge.		**Professional Organizations** Kentucky Reading Association International Reading Association The National Council of Teachers of English Kentucky Council of Teachers of English/Language Arts The Collaborative for Teaching and Learning The Collaborative Center for Literacy Development Atkinson Ele. – Grade Level Meetings EJ Hayes – Content Academies
6.7 teachers participate in professional development experiences to learn about multiple approaches for meeting individual student's literary needs (e.g. balanced literacy, differentiated instruction, multicultural /multilingual education practices, and equitable assessments.		Help Kit for Multicultural Teaching
6.8 Literacy Team Leaders/members facilitate and organize the school's literacy professional development.		The Collaborative for Teaching and Learning The Collaborative Center for Literacy Development EJ Hayes – Refinement and Sustainability

PROFESSIONAL DEVELOPMENT Indicators *Provide data that indicate the extent to which . . .*	SCHOOL DATA SOURCES	RESOURCES

6.9 Literacy Team Leader reports to an administrator and the SBDM council on effectiveness of professional development as it meets students' needs.		Atkinson Ele. – Summer Institutes
		
		  EJ Hayes – Refinement and Sustainability
		
		  Russell Co. HS – Shared Vision

6.10 teachers use collaborative time for grade-level and/or content-area follow-up conversations about professional development sessions.		
6.11 a varied and full range of professional development experiences (e.g., workshops, action research, study groups, conferences, demonstration lessons), coupled with clear goals and objectives, are used to improve literacy instruction.		The Collaborative for Teaching and Learning The Collaborative Center for Literacy Development

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